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ABSTRACT

Created as one part of a comprehensive curriculum for teaching writing from kindergarten through twelfth grade, this guide focuses on expressive writing. Following an introduction describing the goals of the writing project, the preface points out that the guide is based on the comprehensive model of James Kinneavy's "A Theory of Discourse, Aims and Audiences in Writing" and "Writing--Basic Modes of Organization." The guide is divided into two sections: a matrix of suggested activities in each of the four modes for expressive writing (description, narration, evaluation, and classification); and expanded lessons at each grade level, from kindergarten through twelfth grade. A selected bibliography concludes the guide. (EL)

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JUMP INTO WRITING
A WRITING CURRICULUM
FOR GRADES K-12

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TEXAS HILL COUNTRY WRITING PROJECT 1984

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Introduction

For the past three years, a proportion of the participants in the Texas Hill Country Writing Project have combined talents to produce a curriculum guide for teaching writing grades kindergarten through twelve. Based on Dr. James Kinneavy's model of rhetoric and the Texas Education Agency and the Texas Assessment of the Basic Skills test's emphasis on aims and modes composition (see figures 1 and 2), they have focused each year on a different and specific aim -- 1982, persuasive writing; 1983, informative writing; and 1984, expressive writing. (Hopefully next year we will be able to concentrate on literary writing with subsequent years proving revisions, expansions, and improvements of previous guides.)

In addition to meeting the needs of teachers and school children in the State of Texas, the Texas Hill Country Writing Project requires of itself that it reflect the best of composition instruction as defined by the National Council of Teachers of English as well as the National Writing Project. Therefore, our curriculum guides are also based on current research, sound theory, and proven instructional techniques. The NCTE articulates its position through a document approved in 1982 called "Essentials of English." In the section discussing writing the document states:

> "Students should
>
> - learn to write clearly and honestly
> - recognize that writing is a way to learn and develop personally as well as a way to communicate with others.

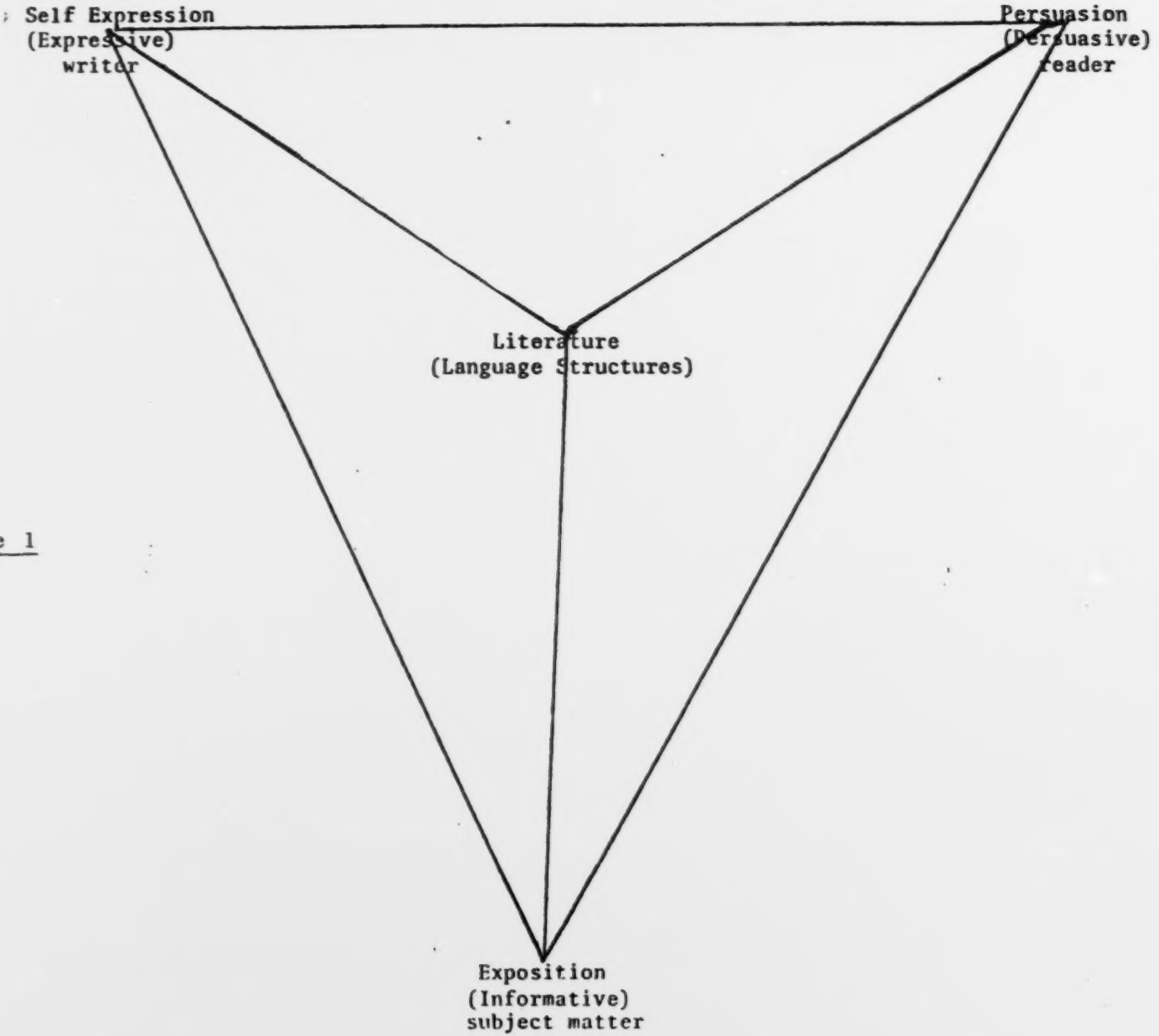

Figure 1

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Figure 2

A MATRIX OF AIMS AND MODES OF WRITING/THE WRITING PROJECT

Aims	Modes: Description	Narration	Evaluation	Classification
Expressive	Describe the preparations a teenager must make for a Saturday night date, or before a crucial football game or music or debate contest.	Detail the process of preparing to take a standardized test such as the SAT.	Evaluate the various options available to teenagers for weekend dates - movies, clubs, restaurants, parties, etc.	Interview a college student and write an article comparing the amount of homework in college to the amount of homework in high school.
Persuasive	Describe the process of computer programming and explain why an individual should learn how to program a computer.	Write a parable which supports or opposes use of a strict attendance policy.	Evaluate the specifics of the weighted grading program and argue for or against its implementation.	Explain why you should take one elective instead of another or why you chose to attend one college instead of another.
Informative	Describe the procedures for gaining college admission.	Write a narrative chronology of a typical student's day in your school.	Assess the strengths and weaknesses of your textbooks in a course.	Write a news story explaining the differences between academic courses and electives.
Literary	Describe in poetic form an object encountered in your everyday life. Example: Poem by Gerald Raftery*	Write a dialogue with yourself detailing the solutions to a difficult problem. Example: Hamlet's "To Be or Not To Be" speech.	Write a short story using the advantages and/or disadvantages of your community as the setting. Example: Sinclair Lewis' novel Main Street.	Write a series of character sketches in poetry or prose classifying different categories of people. Example: E.L. Masters' Spoon River Anthology

*"Apartment House"

A filing-cabinet of human lives
Where people swarm like bees in tunneled hives,
Each to his own cell in the towered comb,
Identical and cramped--we call it home.
--Gerald Raftery

(Note: These topics are examples only. Students and teachers should generate their own topics which fit into the aims/modes matrix.)

- learn ways to generate ideas for writing, to select and arrange them, to find appropriate modes for expressing them, and to evaluate and revise what they have written.

- learn to adapt expression to various audiences

- learn the techniques of writing for appealing to others and persuading them

- develop their talents for creative and imaginative expression

- recognize that precision in punctuation, capitalization, spelling, and other elements of manuscript form is a part of the total effectiveness of writing."

Kinneavy, NCTE, and the National Writing Project all endorse expressive writing as a legitimate and necessary component of a sound composition program as do the sources included in the bibliography at the end of this guide. While most teachers, administrators and parents need no justification for persuasive and informative writing as part of the school curriculum, expressive writing has been abused and misunderstood for so long, the writers of this guide have felt the need to redefine and reestablish the bases for this kind of writing in K-12 classrooms. Therefore, we implore the readers and adopters of our guide to read carefully what we mean by and how to use this, sometimes, very personal aim of writing. The preface following this introduction will more fully explain the theoretical foundations and structure of the guide.

Overall, a goal of the Texas Hill Country Writing Project is eventually to offer a comprehensive, all level writing program to school districts locally, statewide and nationally. We envision not four separate guides -- one for each aim -- but one integrated

guide including all the aims, modes, or purposes and forms, available to the versatile communicator.

One word of caution worth repeating throughout this guide: the lessons, suggestions, techniques and materials included herein are meant to be accepted as sound possibilities needing adaptation, exclusion, inclusion, acceptance according to the unique needs of groups of students and objectives of individual teachers. No guide should be intended as a map requiring absolute devotion to deliver the traveller to a predestined location. Students do not learn and teachers cannot teach according to that analogy. We intend for this guide to be a place to begin to provide examples to serve as modules for producing successful writers and effective communicators among today's school population. As Rudyard Kipling said: "Words are the most powerful drug used by mankind."

Finally, to reinforce the importance of expressive writing, I would like to quote the author Alfred Kazan:

> "In a very real sense, the writer writes in order to teach himself, to understand himself, to satisfy himself; the publishing of his ideas, though it brings gratifications, is a curious anticlimax."

In other words, all writing--informative, persuasive, literary, both shared with a variety of audiences or tucked away in a diary--is expressive writing.

Susan Bennett
Director, Texas Hill Country
Writing Project

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Preface

Paul Ranieri, in the Texas Hill Country Writing Project Curriculum Design for Persuasive Writing, 1982, states "writing can never be seen as a one-step, one-shot expression of students' thoughts, feelings, or ideas. Before we evaluate students, we should at least give them the chance to say what they mean to say in the best way possible." Are students able to communicate, in writing, their thoughts and feelings? And are we, as educators, providing students the proper stimuli and organizational techniques to foster good writing? We at the Texas Hill Country Writing Project, 1984, believe some improvement in both areas is needed. We offer a curriculum guide which we hope will encourage students and teachers alike toward achieving effective communication and meeting typical school district goals.

In connection with previously published THCWP Curriculum guides on Persuasive and Informative writing, this year's guide will focus on one aim, expressive discourse, and we will base our guide on Dr. James Kinneavy's (Professor of English, The University of Texas at Austin) comprehensive model that includes all types of human discourse.

Kinneavy, in A Theory of Discourse, Aims and Audiences in Writing, and Writing - Basic Modes of Organization, primarily considers the aims (why we write), the modes (what we write), the media (audience), and the methods of discourse (speaking, writing, listening, or reading). Dr. Kinneavy's theory has been incorporated into the Texas Education Agency's Language Arts Curriculum and is also the basis for the Texas Assessment of Basic Skills (TABS)

writing test. For our purposes in this guide, as with previous THCWP guides, the concentration will be focused on the aims and modes.

Kinneavy's theory of human discourse is categorized into four basic aims--the expressive, informative, literary, and persuasive. When one aim is stressed, the others may be present in secondary roles.

Expressive discourse, which Kinneavy believes is psychologically prior to all the other uses of language, attempts to classify the thoughts and feelings of the writer - the emphasis being on the writer.

In informative discourse, the emphasis of the writing is on content. The purpose is either to present information, explore questions, or analyze and classify data.

The literary aim focuses on the language of the discourse itself as a work of art, carefully selecting, structuring and revising to create an aesthetic reaction to the language itself.

The persuasive aim tries to influence the reader by selecting arguments, words or grammatical structures, in order to change the thinking of the reader. The emphasis is on the audience rather than the writer.

Each of these aims combines with one or more of Kinneavy's four modes to characterize the <u>why</u> and <u>what</u> in a selection of discourse. Aim tells why a work is composed; mode tells what form the writing will take.

Kinneavy's four modes of discourse are description, classification, narration, and evaluation. As with aims, when one mode

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is stressed, the others may also be present in secondary roles.

The descriptive mode attempts to describe precisely a person, place object, or idea by detailing its individual characteristics using concrete rather than abstract terms.

The classificatory mode concentrates on a group of characteristics, using comparison words and adjectives that describe physical characteristics, in attempts to define and categorize.

The narrative mode entails a succession of cause-effect relationships that relate a process or an event.

The evaluative mode takes any process and decides whether its results fit some predetermined criteria of acceptability.

In any selection of writing, there can be only one dominant aim or mode, but there may be two or more subordinate aims and modes. According to Kinneavy, however, these eight alone or in combination can be used to describe and classify all human discourse.

The Texas Hill Country Writing Project, 1984, has identified the expressive aim as the primary focus for this year's curriculum guide. What follows is not intended to represent an exhaustive study of the expressive aim for all grade levels, but efforts have been made to ensure activities which we feel can be adapted to various grade levels. For this reason we have not categorized the matrix by grade levels, in the hope that teachers and others who use the guide will read all the suggestions, and thereby obtain a more comprehensive overview of the entire process of Expressive writing from grades K - 12. Because expressive writing is so personal, we believe many activities and lessons can be

expanded or narrowed to fit the needs of each individual teacher, for each group of students.

Relevant Theory

This Curriculum project is based on the theoretical model of Dr. James Kinneavy in his book A Theory of Discourse. The specific TEA guidelines upon which the design is based are numbers five and six, of the English Language Arts Curriculum Framework. (Texas Education Agency, 1980, p. 28). Goal five concerns the employment of the purposes (origins) of writing; goal six deals with the forms (modes) of discourse.

We of the THCWP, 1984, believe that writing is a learn by doing skill; that learning to write involves learning to think; that the more writing students do, the better writers they become; and, to quote Kinneavy, that "if ignoring the study of persuasive [discourse] begets a gullible populace, ignoring the study of expressive [discourse] begets rebellion, sometimes justified, sometimes irresponsible. A democracy which ignores expression has forgotten its own roots."

Structure of the Guide

Our curriculum guide is divided into two sections. The first is a matrix of suggested activities in each of the four modes for Expressive writing. The second section is composed of expanded lessons at each grade level K - 12. Teachers may need to examine several lessons at each grade level to gather information about all four modes for the Expressive aim of discourse.

Each expanded lesson will give a general description

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of the lesson, procedures for the lesson, and extension activities for the lesson. Remember, these are intended as sample lessons to guide teachers in the development of their own plans for teaching writing following Kinneavy's theory, and not as the ultimate lesson in expressive discourse. We encourage teachers to examine many plans, and to change them, expand them, narrow them, use them in any way to promote writing skills in themselves and their students. To avoid much repetition in justifying individual lessons, relevant theory has been combined in the following section.

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Describe three important events in your life. Illustrate each event in the form of a drawing. Give each student an opportunity to tell the class about one of the events, describing the time and place of the event, what happened, why it was special or important, etc. Draw a picture that incorporates a basic shape (Example - square, triange, star, circle, etc.). into the picture. Students then write a sentence or two to describe what is happening in the picture. After examining pictures of animals, allow each child to choose a picture.	Draw or paint a picture of an imaginary creature. Tell or write a story about what your creature does every day. Tell a story or draw a picture about a favorite trip you went on. Allow each child to plant and care for some type of vegetable or flower seed. Ask each child to tell a story about their seedling's life. Tell a story about what you do every morning before you come to school, starting with getting out of bed. Write a journal entry recording a specific sequence.	After a class field trip to the Austin Nature Center, write an entry in your journal telling about the animal you liked best and why. Write an entry in your journal about your favorite day of the week and tell why the day is your favorite. After choosing a favorite color, ask each child to draw a picture of something or some feeling the color makes them think about. (Example - brown/dirty; yellow/sun; green/slimy) Draw a picture of yourself at school. Share your picture with your classmates and tell how you feel about school rules.	Write an entry in your journal comparing mud with water. Tell whether you like mud or water best. Compare your favorite animal with the favorite animal of a classmate. Write an entry in your journal comparing the sun with the moon. Write an entry in your journal comparing a frog with a toad. Tell which you would choose as a pet. Group animals into which would be good pets and which would not. Write a paragraph comparing different places you have lived.

Grades K-6

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MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Write three words that tell how the animal looks and three words that tell how they think the animal might feel. Give an idea or word related to a specific subject (example - a tree). Teacher then writes a list of the given ideas or words which may be used later for a class composition about the subject. Describe your feelings about a subject or place. (school, city, country) Write a poem describing feelings, about a color, item, etc. Write a birthday or get well card for	of events. (field-trip, assembly, presentation, any special event) Write an autobiographical paragraph. Write a conversation between you and a friend as you say goodbye for the summer. Write a letter to a relative who lives far away. Tell all that has happened to you since their last visit. Write a letter of complaint to someone. In what ways would you change your school? What famous person would you want to be?	Write a school pledge after a discussion about the Pledge of Allegiance. Write a paragraph evaluating a school rule that has just been broken in class. Write a letter to a friend telling about a favorite movie. What do you like most about yourself? What do you like most about your teacher, parents, friends? If you could change three things about yourself, what would they be? Why do we need rules?	Compile a list of school menus that you like and ones you don't like. What qualities do you look for in a friend? Tell about the different people in your school. Tell how the weather changes during the year. How are you like your parents? Write a letter to a friend that compares activities at camp this summer with last summer. Write a journal entry that compares watching television with going to a movie.

Grades K-6

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	members of the class or family. Write a contribution to a class book entitled: "It Bugs Me When..." "I Am Proud When..."	Tell about an unpleasant experience.	Write an article for the school newspaper that tells your opinion of a new television series.	Write a journal entry comparing how your favorite football team performed this year to how it did last year.
	Write a description of yourself, or your house, your mother, sister, etc.	Write a letter to a friend who has moved to another city. Tell him/her about the things that have happened since he left.	Write a letter to a relative telling feelings about a recent family reunion compared to an earlier one.	Choose two favorite stories. Write a letter to a friend comparing the two works.
	Describe your favorite smell, taste, feeling, food, clothes, etc.	Write a journal entry telling about a summer day, from beginning to end.	Write a speech that explains what you think the differences are between dogs and cats (or any two animals) as pets.	Compare your favorite TV program this year with your favorite TV show when you were in an earlier grade.
	Tell about the most beautiful thing you have ever seen.	Write a series of journal entries that tell about a week you have spent.	Write a letter to the school principal that tells what you think about the school rules.	Pretend your grandmother will be taking care of you while your parents go on a trip. Write her a note telling her about your favorite meal.
	Describe the most scary movie you ever saw.	Write a letter to a relative describing, from start to finish, what you did on a particular holiday.	Write an entry in your journal telling about the best field trip you could take.	Write an entry in your journal comparing the amount of homework you now have with

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Write a letter to a friend telling about a trip. Write an essay describing your father and tell how you feel about him. Write a letter to a parent describing an amusement park ride you enjoyed with a friend. Write a description of how you feel during a severe thunderstorm.	to break a world's record and win a trophy. Write an entry in your journal telling about a time when you and a friend got mad at each other. Write a letter to a make-believe gossip columnist in a newspaper. Tell her about a day you spent with your favorite celebrity. Write a journal entry telling about a time you were scared.	Make a list of classroom behavior rules you could use and list some possible consequences for each. Write notes to several classmates (not necessarily good friends of yours). Tell each one about something that person does that you like. Pretend that you are "Dear Abby." Respond to a letter written to you for advice.	the amount of homework you had in fourth grade. Pretend you are an animal. Write about how you decided what animal to be. Write a story telling how you would classify animals if you could only divide them into two categories. Tell how you would classify different kinds of plants if you were a scientist on a strange planet. Classify governments in a new way. Give your reasons. Classify the food you eat into healthy and unhealthy categories. Explain what is good or bad about each one.
	Write a letter of advice to a future fifth grader. Describe what next year's students can expect in fifth grade. Describe a day when everything went wrong. Tell your	Tell about a time when you were lost. How did you feel? Tell why you enjoy being a member of your family.		

Grades K-6

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	journal how it began, how you felt, and what it was like that day. Pretend you are a new student in school and you have an unusual talent. Describe what you can do and how you become a school hero. Write a "Weekend Update" report to describe your weekend trip to the zoo. Pretend you are in Africa. Write a letter home telling about the country you are visiting. Describe the most beautiful place you have ever been.	Tell why you don't enjoy being a member of your family. Write a story about a time when you were very angry.		

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Describe your favorite food and tell what you like about it. Describe your best friend. What are the qualities you like about him/her?			

Grades K-6

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	*Describe the progression of Philip's stereotypical view of Blacks to one of recognition of the individual. Describe in writing how you have changed a stereotypical attitude towards a group. Write a letter to a pen pal. Describe your home, school, city, state or country. Take turns leading blindfolded students around the classroom. Write a description of how you felt or what you sensed while being blindfolded. Describe the changes (growth or decline) of your town or city. Include your feelings about these changes.	Read and discuss "Apologies" by William Carlos Williams. Write a poem of apology for some offense. Bring a newspaper account of some tragic event to class. Rewrite the account in the first person, using the expressive aim. Write an account of your first day of school this year. Express your fears and hopes for the coming year. Write a narration of the most frightening event in your life.	*Discuss Philip's emotional maturation. Write an evaluation of your level of maturity in comparison to the previous school year. Choose one of following: dress codes or disciplinary codes. Evaluate the fairness of this school code. Determine the criteria for a good performer. Identify your favorite performer and explain how this performer meets the criteria. Attend any school assembly. Evaluate the worth of the program.	*Read an excerpt of Timothy's dialect and the same speech in standard English. Compare the two. Express your feeling about the author's use of dialect. Did it hinder or enhance the story? *Choose from a list of supplies. Rank them in the order of necessity for survival and explain their usefulness. *Compare and contrast a tropical fruit to a North American fruit. Note taste, texture, smell, and appearance. *Choose land formations from a list and write a paragraph describing your ideal island.

*The writing activities are to be done in conjunction with the study of The Cay.

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Write a paragraph describing the perfect school. You should draw upon your study of other systems. Write a paragraph telling the most frightening things that have happened to you. Given a phrase, you will write a descriptive paragraph. Example: "One brisk October morning..."	Write a brief autobiography of your own life. Write a narration of the worst day of your life and list the happenings in sequential order. Read an excerpt from Old Yeller and then write a brief narration about the death of a pet.	Evaluate your school's environment and write a paragraph choosing one of the following topics: -length of day/year -grade requirement for sports. Compare and contrast the American school system to that of England and the Soviet Union. (Includes some research.) Write a letter of complaint to a business. Determine the criteria for a good friend. After identifying the friend, write a paragraph explaining why this person meets your standards.	*After discussing the Diary of Anne Frank, students will define fascism and democracy, comparing and contrasting the two systems. Compare a sport that you enjoy to one that you don't. Contrast the positive aspects with the negative aspects. *After reading selections and folloiwng classroom discussions, define prejudice. In a paragraph, compare the treatment of Nazi Jews/Blacks in America prior to 1968. Define leadership. Compare the leadership of Adolf Hitler to some modern leader, explaining why your choice deserves recognition as an outstanding figure.

*The writing activities are to be done in conjunction with the literary study of Anne Frank.

Grades 7 - 12

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Write a letter to your future grandchild in which you describe yourself. What is your personality like? Describe yourself physically. Describe, in a journal entry, the place or situation in which you feel most comfortable and least threatened. Why does this place or situation put you at your ease? Consider a time in your life when you have been intensely angry. Return to that state of anger. The only means you have of communicating your anger is to write a paper. Describe your feelings. Why are you angry?	Write a bibliography of your pet's life from the time you first got it to the present. Give an account of your first day of school. What was the teacher like? What was the name of the school? What were the other kids like? Write an account of the funniest thing that has ever happened to you. Describe a day in your life, shortly after you have inherited $2 million from a long lost relative.	List and discuss three positive and negative aspects of your educational career. How do you feel about your education? Is it important to you? Discuss the method of discipline that you think works best with teenagers. Discuss the punk rock movement or the preppy movement. What are the good and bad things about either movement? Do you feel either is a good or bad influence on teenagers? Evaluate a video game. Is it too easy or too hard? Is it interesting, fast-paced, slow-paced, or graphically pleasing?	Give a definition of a mother (father). Compare how you feel on cold, rainy days to how you feel on hot, sunny days? Do you feel happier on rainy days or sunny days? Are you more active on sunny days than on rainy days? Compare the holiday that you like most to the holiday that you like least. Why do you prefer one more than the other? Discuss the traits of a friend. Are these good or bad traits of a friend? How do these traits affect you?

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Grades 7 - 12

MODES

	Description	Narration	Evaluation	Classification
Expressive Aim	Write a diary entry describing what you like and dislike about a character in a novel or short story. Write a want ad describing yourself. Write a eulogy for Julius Caesar. Describe your family to a person from a foreign country. Be sure to include mostly personality traits.	Interview a classmate and write her biography from her point of view. Write a diary entry pretending you are Calpurnia telling about Julius Caesar's death. Write a letter to a friend telling about your ideal vacation. List specific events that happened to you. Pretend you are Bob Ewell of <u>To Kill A Mockingbird</u>. Tell your version concentrating on why you hate Atticus Finch.	Write a review of <u>Julius Caesar</u> pretending that you have just attended its first performance. Describe whether or not Brutus was justified in killing Julius Caesar. Write an essay explaining what would have happened if George had not killed Lenny in <u>Of Mice and Men</u>. Write about your worst fault. Tell whether or not you want to get rid of it and why.	Choose a classmate and compare and contrast her with yourself concentrating on personality traits. Compare and contrast the various groups in your school. (rednecks, freaks, preppies etc.) Compare and contrast the novel and the movie version of <u>To Kill A Mockingbird</u>. Decide whether or not a main character is a hero. You will first have to decide and list what makes a hero.

MODES

Expressive Aim	Description	Narration	Evaluation	Classification
	Describe in a journal entry the most impressive person you have ever known. Tell how and why they impress you. Describe in a letter to a friend what the setting is and how you feel in your dreamland vacation spot. Describe what the the perfect gift would be, give details and tell why. Write a book jacket to a book you are publishing about when you were trapped in a desert without food or water. Describe the setting and how you felt.	Write, after you have received an Oscar award for being a great actor/actress, how you became famous. Was it hard work? Write a letter to get your dog out of the pound. Tell the dogkeeper how your dog accidentally got out and why you deserve to get him back. Write a biography of one of your parents from the time they had you until the present. Write a sports article on your favorite athlete. Include why you like him/her and why this person is important in his/her field.	Explain three good points of the last movie you saw. Why were these things successful? Write what comic strip you think is the best. Tell why you think it is worth reading. Discuss rock music in an article for your school newspaper. What are the good and bad things about it? Do you feel it is mainly a good or bad influence on teenagers? Evaluate one of your parents. Write at least three positive and negative traits they have. Overall which traits matter most to you?	Write a paper on the freedoms you have in the U. S. and why they are important to you. Write a comparison of what you think paradise and prison would be like. How would you feel in each place? Explain the difference between a friend and an acquaintance and how you feel with each. Tell about your favorite food and your least favorite food. Why do you like one and not the other?

ACTIVITY FOR EXPRESSIVE AIM--EVALUATIVE MODE

I. Gen ral Description

This lesson may be adapted for use at all grade levels. The mode of discourse is evaluative. The audience will be students, student peers, parents, administrators, teachers, classroom visitors. The activity has each student draw a self-portrait. Each student tells or writes a complimentary statement about a chosen classmate. This lesson can be adapted to one or two class periods and carried out over the entire school year.

II. Procedures

A. Materials

1. Pencil
2. Drawing paper
3. Crayons or markers
4. Sentence strips
5. Bulletin board

B. Pre-writing/Planning/Motivational Activities

1. The teacher leads a discussion in which students tell the meaning of the word self-portrait.
2. The teacher distributes drawing paper and colored markers or crayons. Students are asked to draw their self-portrait.
3. Teacher should instruct the students to leave enough space at the bottom of their picture. They will write their first name in this space.
4. Completed pictures should be gathered by the teacher. The teacher then chooses one picture at random and

posts it on the bulletin board in the classroom labeled "Very Special Person." Remaining pictures are saved for future use.

C. Writing

1. It should be clear to the students that they are going to write a complimentary statement about the person whose portrait is posted on the bulletin board. A short discussion may be necessary regarding the meaning of complimentary.
2. Students may write their statement on a sentence strip provided by the teacher. The teacher may also write a statement. (Younger students may dictate their statements as the teacher writes.)
3. Students will be given appropriate length of writing time.

D. Editing/Revising/Rewriting

1. Students should read their statement to themselves. (Teacher may read statement to younger child.)
2. Allow students to make changes in their statement if they wish.
3. Teacher may help with spelling of words.
4. Students may rewrite their statements on a new sentence strip, if needed.
5. Statements written on sentence strips are mounted around the self-portrait posted on the bulletin board.
6. Students and/or teacher may orally share their statements.

7. The teacher posts a different self-portrait every week on the bulletin board. Each student writes a complimentary statement on a sentence strip about the person whose portrait is posted. This activity is carried out each week, throughout the year.

III. Extension Activities

A. Spin-offs from the lesson

1. The class may use the complimentary statements about each person to write a class story about the person.
2. At the end of the week, the sentence strips could be gathered and stapled into a booklet. The booklets could be used at a "Special People" center for students to read at leisure.

B. Expand to include other aims

1. Literary Aim - Students and teacher could compose a class poem about the selected person, using information given in statements.
2. Informative Aim - Students may write an entry in their journal telling about the selected person.

Margaret Moody

ACTIVITY FOR EXPRESSIVE AIM--NARRATIVE MODE

I. General Description

A. Objective: Students will write an autobiographical paragraph. This paragraph will consist of information that the student decides to include. The teacher will give guidance and provide models of autobiographies, but the decision of what information to include is up to the students. The audience will be the rest of the class as these paragraphs will be published in a class book.

II. Procedures

A. Materials:

1. Several biographies and autobiographies from the school library about people of potential interest to the class. (ex.--Abe Lincoln, Christopher Columbus, O. J. Simpson, Helen Keller, Sam Houston)

2. Overhead with overhead lined transparency, sentence strips, blackboard.

3. Paper selected for the finished products--standard lined.

4. Construction paper or wallpaper samples for book cover.

B. Prewriting/Planning/Motivational Activities

Day 1--The teacher will display the biographies in classroom. The class's attention is directed to them and they discuss the characteristics of a biography. The teacher may list these on the blackboard or on sentence strips to be displayed with the books. The teacher chooses one biography and reads it to the

class. They discuss what information was given and what was omitted. The teacher then shows an autobiography and explains how the person who wrote the book is the subject of the book also. The teacher can read an autobiography or skim one, telling the story as s/he goes along.

Day 2--The teacher reviews the definitions of a biography and autobiography. Then s/he explains that we will together write the biography of our class pet or, if there is no class pet, of the teacher. Remind the students that we can include any items we feel are important. Ask if students have ideas of how to begin. The teacher writes (constructs) an opening sentence from suggestions. Then s/he asks for any information that the students want to include. Students brainstorm ideas that are written on the blackboard. Then the teacher and students compile the items into a biographical paragraph written by the teacher on the overhead transparency. The teacher reviews the definitions again and asks if our paragraph conforms to the definitions. Why or why not? How can we fix it?

Day 3--The teacher tells the class that we are going to write our own book of autobiographies about each member of the class. The teacher has the class begin brainstorming general ideas to include in their own autobiographies. (Example--when and where they were born, where they have lived, family, hobbies, friends, future plans) The teacher writes these on overhead. Students then make a list of specific items to include in their own paragraphs. (Example--born in Houston, 3 sisters, like to skate, want to be a doctor) The teacher then models how to put the information into a paragraph. As s/he does this, s/he reviews

ACTIVITY FOR EXPRESSIVE AIM--DESCRIPTIVE MODE

I. General Description

This lesson is designed for grade three, although, with some modifications, any student at any grade level could benefit from the writing process. The students' purpose is to write in the expressive aim, using description as their mode. Students will write for their peers as an audience. The specific task for this lesson is for students to write a description of themselves based on a "self image" portrait constructed in a prewriting activity. This lesson can be extended to cover more than one day.

II. Procedures

A. Materials needed for the third grade lesson include:

1. Construction paper of various colors, scissors, glue, crayons, writing paper, and pencils.

B. Prewriting/Planning/Motiviational Activities

1. Begin the lesson with a discussion of how we are different and how we are alike. Allow the children to verbalize freely, being sure to include how we dress, color of eyes, hair, and any other obvious visual differences.

2. Tell the students they will be doing a portrait of themselves using construction paper, glue, and scissors. Allow them to obtain construction paper in the same colors as they are dressed and other colors as needed for hair, face, eyes, etc.

3. Emphasize to the students that they need to make their portrait as much like themselves as possible.

4. Allow the students to draw, cut, and paste the basic shapes of their bodies, beginning with dress, pants, or shirt.

Then do arms, legs, shoes, and head. Encourage as much detail as poss.ble. Individual self portraits should be pasted to a single sheet of 8" x 11" construction paper. These will be posted in the room after the students have done their writing.

C. Writing.

1. Let the children know their writing task will be a description. Lists of "describing" words on charts or on the board may be beneficial to younger students.

2. Distribute the self portraits done in the prewriting section. Tell the students they are to write a description of themselves based only on their portrait. Stress describing only what they see about their portrait, not what they know about themselves. Emphasize details.

D. Editing/Revising/Rewriting

1. Ask the students if they noticed anything unusual about writing a description of themselves based only on their portrait. Many may have realized omissions in their portrait when they began to write.

2. Allow time for students to "add" to their portrait using construction paper, scissors, and glue.

3. Ask the students to add information to their written description of themselves based on the initial omissions and recent additions to their portrait.

4. Allow time for students to re-read their own writing and self-edit.

5. In small groups, have the students take turns reading and peer editing.

6. Allow each student time to rewrite his draft, making any needed corrections. This draft is then submitted to the teacher.

7. Portraits and final drafts should be posted in the classroom after the students have had the opportunity to share their discourse with the entire class.

III. Extension Activities

A. Spinoffs from the third grade lesson:

1. Write a description of your best friend's portrait.
2. Write a description of your teachers' portrait.
3. Write a poem about the person in the portrait.
4. Expand to include other modes, such as:
   a. Narration - Write a story about the person in the portrait.
   b. Evaluation - Tell how you felt on your first day of school when you found out you had to have a male teacher.
   c. Classification - How was your portrait alike or different from your classmates?
5. Expand to include other aims, such as:
   a. Persuasive - Tell why your portrait is more detailed than your neighbor's, and convince your neighbor that yours is better.
   b. Information - The person in the portrait just had an unlucky accident. Write a newspaper story telling what happened.
   c. Literary - Create a new adventure for the person in the portrait.

Geary Foster

ACTIVITY FOR EXPRESSIVE AIM--DESCRIPTIVE MODE

I. General Description

This lesson is designed for fourth grade students, but it can be adapted to meet the needs of students in other grade levels. The aim of discourse in this lesson is the expressive aim, and the mode of discourse is descriptive. The audience addressed will be peers of the students, parents, or, in some cases, the readers of a local newspaper. The activity specifically has the student write a description of a relative whom he admires in a letter to someone else. The student includes a description of the relative, as well as his feelings about the relative. This lesson can be adapted to as many class periods as the teacher needs to complete it satisfactorily.

II. Procedures

A. Materials

1. Pencil and paper
2. Chalkboard and chalk (or large sheet of chart paper and markers)
3. Drawing paper and markers or crayons

B. Prewriting/Planning/Motivational Activities

1. The teacher leads a discussion in which students describe relatives they admire. The teacher lists traits that are admired on the board. Students are encouraged to tell about specific incidents which have happened involving that particular relative.
2. The teacher distributes drawing materials. Students are encouraged to draw the relative they admire.

They are reminded of the things that were discussed previously.

3. Students should be instructed to leave a one-inch wide space at the bottom of their picture. They will write a descriptive sentence in this space.
4. Students will write one sentence describing the scene in their drawing on the bottom of their picture.
5. Completed pictures should be mounted and posted in classroom.

C. Writing

1. It should be clear to the students that they are going to write a description of the relative in their picture. They will also tell how they feel about the relative and why they feel that way.
2. Previous instruction in letter writing should have taken place.
3. The teacher may choose the audience for the letters, if desired, or may allow the students to decide to whom they will write.
4. Students will be given ample writing time. Their specific assignment is to write a letter describing an admired relative and tell about their feelings for that relative.

D. Editing/Revising/Rewriting

1. Students should read their letters to themselves (either orally or silently).
2. Students should be allowed time to make changes they need to make.

3. Students should work in pairs or in small groups to share their letters, and to correct errors.
4. Students should rewrite their letters. The teacher reads the letters and makes any further suggestions that are necessary.
5. Students may or may not rewrite at this point.
6. Students will make copies of the letters to mount with the drawings done earlier.
7. Students will mail final drafts of the letters to the persons to whom they were written.
8. Students will mount copies of the letters with the pictures.
9. Students may orally share their letters.

III. Extension Activities

A. Spinoffs

1. Newspapers often have contests prior to Mother's Day or Father's Day in which students may write about their parents. The activity described above could be adapted to meet the particular paper's requirements.
2. Write a letter describing a classmate, but not naming him/her. Read the letters orally and have students guess who is being described. (Caution: Teachers must carefully direct this activity, giving ground rules for the descriptions.)
3. Write a story about the admired relative.

B. Expand to include other aims

1. Persuasive Aim - After listening to other letters, students could write speeches nominating their own relatives for "Relative of the Year."
2. Informative Aim - Students may write letters to the admired relative telling them about the class assignment and why they felt strongly enough to write about him/her.
3. Literary Aim - Students may write a poem that expresses their feelings about the admired relative.

C. Expand to include other modes

1. Narration - Students may write a story telling how they feel about the relative, a friend or their teacher.
2. Evaluation - Students will write a comparison of two friends (without naming them, of course) and describe which of the two would make the better class president.
3. Classification - Students will read letters written by students about their admired relatives. Working in small groups, students will decide on ways to classify these relatives (for example, all those relatives who take students enjoyable places) and will write descriptions of the groups of relatives.

Denise Crawford

ACTIVITY FOR EXPRESSIVE AIM--NARRATIVE MODE

I. General Description

Role playing a character from history can help the student gain a new perspective in social studies. Using the narrative mode for expression, the student can find history coming alive.

II. Procedure

A. Materials: pencil or pen and paper;
motivating materials (see below)

B. Prewriting/Planning/Motivational activities

The teacher can use factual information found in most social studies books plus background information found in teachers' editions of textbooks. The teacher can supplement such information with the following:

1. Read journals of historical people;
2. Show clothing and costume books of a particular time period;
3. Bring artifacts and memorabilia or visit a museum;
4. Show films and filmstrips to set the stage for writing.

C. Writing

The student then writes an account of an event or of a particular time in history; using facts, the student writes from the point of view of an actual participant of that event or of someone who might have lived during that time, i.e., settlers crossing the Atlantic, pioneers moving over the Oregon Trail, a colonial traveler, slaves using the Underground Railroad.

D. Editing/Revising/Rewriting

Through a conference together, the students and teacher will check for facts presented and for feelings expressed by the person in the historical role. Edit, proofread, and re-write in order to share the narrative with others.

III. Extension activities (optional)

A. Publish the stories in booklet form.

B. Share the stories orally with peers or younger children (the student may choose to wear a costume when reading his tale).

C. Create a newspaper for that time period in history.

D. Simulate a day during that time period: dress up and role play the event or a typical day during that time. The teacher, plus the whole class will participate.

Phyllis Foote

ACTIVITY FOR EXPRESSIVE AIM--EVALUATIVE MODE

I. General Description

The extended lesson presented here will be one which encourages students to write expressively, evaluating other students' ideas on classroom management. In recent studies, researchers have stressed the importance of children having a vested interest in the assignment (other than the grade). An assignment should be something that encourages their active participation. We have attempted to plan lessons that will incite students' active participation and motivate them to write expressively.

II. Procedures

A. Materials

1. Paper and Pen
2. Means to duplicate group work (Xerox machine).

B. Prewriting/Planning Activities

1. Ask each student to make a list of rules and procedures that he/she thinks would create a pleasant and productive atmosphere. Include the following points:
   a. What kind of behavior would you want to encourage?
   b. What would you like to be rewarded for?
   c. How would you like to be rewarded?
   d. What kind of behavior would you like to discourage?
   e. How would you discourage it?
   f. What consequences or punishments would you use?

g. What conditions lead to a productive learning environment?

h. What makes a class fun to be in?

i. What are negative influences in a class?

2. Have students share with others at their table and arrive at a group consensus. Write up all the rules and procedures neatly.

3. Duplicate each group's work and distribute a copy to each child.

4. Direct students to choose three sets of rules to evaluate. They should include their favorite list among the three.

C. Writing

Instruct students to write a paper of at least four paragraphs evaluating the three positions. The last paragraph should give the student's endorsement of one of the group's set of rules or his/her version of what he/she thinks would work best. Collect the papers.

III. Evaluation

Students will be given the following checklist before writing the paper.

Checklist

Make sure you include each of the following.

1. Paper has an informative title.
2. Paper is at least four well-developed paragraphs.
3. Paper is smoothly written, not just a listing of good and bad points.

4. Transition words are used to link and contrast ideas clearly.
5. Ideas presented show forethought and seriousness on the part of the student.

IV. Extension Activities

Teacher will tally results of the favorite set of rules and use it as the basis of a discussion. She will offer her past experience and judgment as to whether the rules would work. If deemed appropriate, the rules and procedures could be adopted for classroom use.

Chris Boyd

ACTIVITY FOR EXPRESSIVE AIM - NARRATIVE MODE

I. General description

The purpose of the following activity is to have students study myths, recognize the role of myths in explaining natural phenomena or human characteristics, and write their own myths. Although the students will be writing in the narrative mode, their compositions should include certain descriptive characteristics. The aim of this writing project will be expressive, but literary characteristics will also be present.

II. Procedures

A. Materials

The students will need the following: copies of myths, paper and pen.

B. Prewriting/Planning/Motivational Activities

1. Day one

a. The students will discuss the use of magical numbers in mythology. They will recall numbers commonly used in fairy tales or religious stories.

b. The students will discuss various explanations for the creation of the earth or the existence of four seasons.

c. The students should conclude from the discussion that humans have devised a variety of explanations for natural phenomena.

d. The students should record a natural phenomenon or a human characteristic about which they want to know more.

2. Day two

   a. The students will define and discuss the following figures of speech: simile, metaphor, personification, and alliteration.

   b. The students will brainstorm and create their own examples of these figures of speech.

   c. The students will begin to read a short myth and discuss any magical numbers or figures of speech which are in the story.

3. Day three

   a. The students will finish reading the myth.

   b. The students will brainstorm to create themes for their myths.

C. Writing

Day four

The students will write rough drafts of their myths. The myths should explain some natural phenomena or human characteristics and include examples of magical numbers and figures of speech. The students should complete the rough drafts at home if they are unable to complete them in class.

D. Editing/Revising/Rewriting

1. Day five

   a. The students will divide into groups of five and exchange myths. They will check the papers for content and the inclusion of magical numbers and figures of speech.

b. The students will recopy their myths.

2. Day six

a. The students will divide into groups of three and read each other's myths, checking for mechanical errors.

3. Day seven

The students will turn in the papers to the teacher. They will receive the corrected papers back at a later date and will recopy them one more time.

III. Extensions activities

The students will view slides of artwork which depict scenes from myths. The students write a story to explain the scene and eventually compare their story to the actual myth.

Hyacinth Burt

ACTIVITY FOR EXPRESSIVE AIM-DESCRIPTIVE MODE

I. General Description

The purpose of the following assignment is to have students use the sense of sight as a stimulant for writing. Writing includes almost all of the mental activities of the mind, and learning to write well means that one will be working to improve all of these separate activities, as well as to focus on one activity at a time. The following plan provides a format for teaching the expressive aim in writing, using the sense of sight as the topic and employing narration and description as the modes.

II. Procedures

A. Materials

The students will need paper and pen.

B. Prewriting/Planning/Motivational Activities

Have your students observe a person, a picture, a piece of furniture, etc., and tell them to ask themselves at least ten intelligent questions about him/her/it. After students have written down their observations, display questions that they should have been able to answer in their descriptions.

- What "stands out"?
- Is there anything here that has special meaning or significance for me?
- Is there anything here that reminds me of something else?
- What can I notice only if I look very carefully?
- Is there anything here I have a strong opinion about?

- What seems hard to understand or brings questions into my mind?

Explain to the students that they should use these questions in talking to themselves whenever possible. They should be told that focusing their sight in response to such questions helps them find more to say than if they simply "say what they see" without asking questions.

C. Writing

Have your students make in their minds an image of some person they know. Tell them to ask themselves questions about this person until they have remembered (or invented) enough detailed information and to write a story about him or her. This exercise should be practiced frequently and students should notice whether making images helps them to ask questions, and whether or not it evokes more images and/or more vivid images.

Students should continue practicing this exercise until they are able to make up stories about anyone that they can picture in their minds--whether real or imaginary.

D. Editing/Revising/Rewriting

Students should be chosen randomly and placed in groups of three's. Each member of the group is responsible for peer editing and revision. Groups should check papers for clarity of ideas and organization, as well as for the spelling, punctuation, etc.

III. Extension Activities

- Observe a person, a picture, a piece of furniture, etc. and have students ask themselves at least ten intelligent questions about him/her/it.

- Have students complete sentences such as: "As they turned the corner they saw..." Have them copy the completed sentence onto the top of a blank sheet of paper and continue by writing a second sentence that begins with the following word:

Maybe

Add a third sentence to the story.

Add five more sentences to the story.

End the story.

(Tell your students to ask themselves the following questions: How much of the story was given to you and how much did you have to provide? Would anyone else write the same story you wrote? Could you see in your mind what was happening in the story? If so, was it like a photograph or a movie? Did you see the entire story at the beginning, or did nore come into your mind as you continued? Can you visualize the story all over again when you read the words you wrote?

-Close your eyes and picture in your mind a difficult or embarrassing situation you would not like to find yourself in. Describe in writing what the situation is. Write what you would say to get yourself out of that situation.

Does making pictures in your mind help you think of things to say or write?

Cheryl Thomas

EXPRESSIVE AIM--DESCRIPTIVE MODE

Creating a Better World

I. General Description

A. The following outline provides a plan of implementation for the writing assignment below..

Presently, people are continually complaining about the state of the world. On any given day, there is some type of war in progress somewhere in the world. Reports of children suffering from malnutrition are infinite. The threat of nuclear war is ever present. If you had the power, the financial resources, and absolute control of the world, how would you change it? Describe <u>your</u> world. Remember this world is all yours. Anything you say goes.

B. Because this outline emphasizes writing as a <u>process</u>, suggestions for each stage of the process are offered. It is suggested that teachers give ample attention and time to each stage.

II. Procedures

A. Prewriting/Planning/Motivational Activities

1. Teacher introduces the topic by displaying:

a. photos from <u>Time</u> or any magazine which show scenes from wars around the world.

b. photos or brochures which display starving children abroad and at home.

1. CARE pamphlets

2. UNICEF pamphlets

c. newspaper articles on nuclear arms protests, the crime rate, pollution, etc.

2. Teacher introduces the idea of creating a better world.
3. Teacher and students discuss:
   a. fabricated worlds.
   b. attempts by people to create utopian worlds.
   c. lost societies such as those in Tarzan movies.
   d. worlds of literature:
      1. 1984 by George Orwell
      2. Brave New World by Aldous Huxley
      3. Lord of the Rings and The Hobbit by J. R. R. Tolkein
      4. Gulliver's Travels by Jonathan Swift
      5. Alice in Wonderland by Lewis Carroll
      6. The Wizard of Oz by Frank Baum
      7. Horton Hears a Who by Dr. Seuss.
         (a lonely elephant discovers a microscopic world on a flower.)
4. Students write a journal entry in which they begin their worlds.

B. Writing

1. Teacher and students decide on aspects of the world upon which students wish to concentrate.
   a. For example: governmental system, educational system, entertainment, housing, medical care, music, family, technology.
2. Teacher, using overhead, writes an introductory paragraph with students to serve as a model.

EXPRESSIVE AIM--CLASSIFICATORY MODE

I. General Description

Using the expressive aim and classificatory mode, students will write an essay comparing and contrasting life as a boy/girl. This assignment is adaptable to any grade level and any level of difficulty as well as any of the other modes. Since this assignment centers on stereotypes, the options and variations are endless.

II. Procedures

A. Materials

1. Pen
2. Paper
3. Journals

B. Prewriting/Planning/Motivational Activities

1. Write a journal entry telling times your parents haven't let you do something because you are a boy/girl. (What about staying out late? buying a car?)
2. Discuss stereotypical behavior of males and females
   a. boys don't cry, girls do
   b. girls aren't fighters, boys are
   c. girls play house, boys play army
   d. boys play sports, girls cheer
3. Discuss clothing styles for men and women
   a. pants unacceptable until 1940's for women
   b. men's clothing before 1800 brighter, fancier than women's

c. women's high heels restrict movement

d. men wear more comfortable clothes - pants

e. women's corsets

C. Writing

Students are instructed to imagine they have been turned into the opposite sex. They will imagine how they are writing an account of their treatment at the end of the day. Students will compare and contrast their treatment as a boy/girl as opposed to girl/boy. Students will turn in rough draft which will be marked for suggestions only by the teacher.

III. Editing/Revising/Rewriting

After receiving papers with positive suggestions for improvement, students will get into editing groups to discuss essays. Students will receive a criteria sheet to analyze each other's papers. After a chance to rewrite, students will share their papers with the class. Teacher may want to read papers anonymously.

IV. Extension Activities

Read or view literary works/films dealing with this universally frequent topic. For example, Orlando, Virginia Woolf; "Tootsie;" etc.

Julia Lanning Meece

EXPRESSIVE AIM--NARRATIVE MODE

WRITING AN AUTOBIOGRAPHY/BIOGRAPHY

I. General Description

This unit may be used as a guideline for having students write autobiographies or biographies. The guidelines here have been specifically tailored for autobiographies: however, with minor modifications biographies could be taught. Discussion with each activity is highly suggested and would greatly enhance the unit.

II. Procedures

A. Materials: Students will need journal folders and pens.

B. Prewriting/Planning/Motivational Activities:

1. View one or two biographical films so students may see what can be incorporated into this type assignment. Suggestion: Marva Collins, prominent black educator, film is available from Region XIII.

2. Read short autobiographical/biographical stories to give students models and ideas. Suggestion: Teacher might prepare an autobiographical sketch of her life to read/model to students. Discuss what information is given in each section of the paper. For example: Introduction-background information
Body (middle) - events in life
Conclusion - how events changed person

3. Have students read an autobiography/biography book during free reading time.

4. Have students write journal entries about events or

aspects of their lives that are important or have influenced them. Suggestions: Pets, siblings, parents' jobs, places they have lived, etc.

C. Writing

1. Students use journal entries to pick out most significant aspects or events in their lives. Expand on these events for use in autobiography.
2. Begin introduction of autobiography, including pertinent information. Review discussion is suggested as to what information is important here, such as name, birthdate, family background, etc.
3. Write middle portion of paper, emphasizing importance of sequencing events and explaining how events made the individual feel. Journal entries may be used here.
4. Write concluding section. This should clarify how the events or aspects of this person's life affected him and his viewpoint.

D. Editing/Revising/Rewriting

1. Have students use a checklist to peer edit each other's papers. Possibilities could be to have a checklist for the introduction, middle and conclusion, and then questions for overall content. For example:

<u>Introduction</u>

Is there adequate background information?

Is all the background information essential to the paper?

Middle

Are the events sequenced?

Are important details there to help the reader understand what has happened?

Conclusion

Is it explained how the events in tis person's life affected him and why they affected him?

General Content Questions

1. What are the one or two activities that influenced this person's life?
2. How did it change that person?
3. Is the paper written so the reader understands the author's feelings? If not, how could this be improved?

2. Give students time to rewrite using peer editing responses.
3. Teacher evaluation, and conference if desired.

Linda Black

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